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ABSTRACT

An effort to develop a measure of ethical sensitivity to acts of racial and gender intolerance that occur in school settings is described. The rationale and theory on which the instrument is based is derived from the work of J. Rest (1983) that outlines four psychological components of morality: (1) ethical sensitivity; (2) moral judgment; (3) moral motivation; and (4) moral action. The goal of the development effort was to present videos containing ethical dilemmas that an educator might encounter in a professional situation. Three focus groups, primarily female African American or Latin American students, and a playwright helped develop the scenarios. An interview protocol was developed from a semi-structured interview used in the Dental Ethical Sensitivity Test (M. Bebeau and J. Rest, 1982). A pilot study was conducted with eight female and one male graduate students who saw the scenarios and responded to the interview protocol. In all, 24 interview protocols were transcribed to help develop a scoring manual. Comparisons of ethical codes from some professional organizations are presented for various aspects of ethical behavior. (Contains 2 tables and 15 references.) (SLD)

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Increasing Ethical Sensitivity to Racial and Gender Intolerance in Schools: Development of the REST (Racial Ethical Sensitivity Test)

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March, 1998

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Increasing Ethical Sensitivity to Racial and Gender Intolerance in Secondary Schools

Schools in the United States are undergoing major alterations in their student bodies as the demographics of this country continue to change. It is expected that by the year 2000, the nation's public schools will consist primarily of students of color and students for whom English is not their native language. However, the faculty, administration and school personnel who work with these children and their families are predicted to remain predominantly white. Sadly, conflict often accompanies diversity. As one author stated, "The patchwork quilt of races, religions and ethnic groups often frays--and sometimes is torn to pieces." (Harrington-Lueker, 1993, p.15). Statistics underscore the fact that bigotry, intolerance, and racism are problems that schools cannot ignore. The US Department of Education's Office for Civil Rights continues to receive a dramatically high number of complaints about racial and ethnic harassment (Harrington-Lueker, 1993).

Racial and gender intolerance does not need to involve physical conflict or be maliciously motivated to be hurtful and/or harmful. Professional faculty and staff, often out of ignorance, hold negative stereotypes that prevent them from treating persons different from themselves with respect and dignity. Disapproving and distrustful attitudes towards women and other students of color can be conveyed subtly through a tone of voice, posture, gesture, as well as in overt statements. Unintentional as well as intentional acts can subsequently adversely affect the way these students feel about themselves, their peers and their schools. This, in turn, will affect their adjustment to school and academic success. Educators and other professionals have the responsibility to acquire the knowledge and skills to respond to intolerant behavior in ways that are ethically defensible and consistent with the ethical codes of their profession.

In this introduction we present our attempt to develop a measure of ethical sensitivity to acts of racial and gender intolerance that occur in school settings. We present the

rationale and theory on which our work is based. We discuss next the popular literature reviewed and the focus groups conducted to develop the video scripts containing instances of professionals' racial and gender intolerance. We present and compare a number of professional ethical codes that guided the development of these scripts, and we offer a description of the process of filming the videotaped scenarios. We describe the videotape materials themselves, and the development and piloting of the scoring instruments designed to assess ethical sensitivity. We conclude with a discussion of the findings from our pilot study and describe future directions for this research.

Review of relevant literature

The project described here seeks to advance earlier work directed at increasing professionals' ethical sensitivity to real life dilemmas in the professions of dentistry (Bebeau & Rest, 1982), counseling (Volker, 1984) and medicine (Self & Baldwin, 1994). The phrase "ethical sensitivity" was coined in 1983 by the psychologist James Rest. Rest proposed that rather than viewing morality as a unitary process, it would be useful to view it as a multifaceted phenomenon, consisting of four psychological components (Rest, 1983). Component I, Ethical Sensitivity, is the identification of the salient ethical aspects of a situation. This component involves recognizing different possible lines of action and the ways each line of action will affect the parties concerned. This component also involves being aware of different possible choices of action and how each line of action can affect the parties concerned. The psychological processes of Ethical Sensitivity include empathy, the ability to conceptualize cause-consequence chains of events that might follow from one's action, and perspective-taking skills.

Component II, Moral Judgment, entails formulating the morally ideal course of action by integrating the various moral considerations and weighing moral principles. Once a person is aware of the different possible lines of action and how other people would be affected by each line of action (Component I, Ethical Sensitivity), the person judges which line of action is more morally justifiable (Component II, Moral Reasoning). Component II

is the most well known aspect of moral action and has been extensively researched using Kohlberg's Moral Judgment Interview (Colby & Kohlberg, 1987) and Rest's Defining Issues Test (Rest, 1979).

Component III, Moral motivation, involves deciding what one actually intends to do. Simply because the morally ideal course of action has been defined does not mean that a person will choose to follow it. Moral motivation determines the importance given to moral values when compared to other values. Failures in moral action due to deficiencies in Component III occur when a person does not put moral values higher than other values. This may occur, for example, when other values, such as protecting one's self, gaining recognition or success exert more influence on action than concern for doing what is right. Rest cites Hitler and Stalin as extreme examples of failures in component III, moral action. That is, their moral failures were not due to deficiencies in awareness of the impact of their action (Component I), nor due to their inability to figure out what would be the just thing to do (Component II). Rather, Hitler and Stalin can be seen as having set aside moral considerations in pursuit of other values.

Rest's final component, Component IV, involves moral action. Moral action entails the execution and implementation of one's intentions and involves moral character, ego strength, perseverance, strength of conviction and courage. A person may be ethically sensitive, may make good moral judgments, and may place high priority on moral values, but if this person lacks the skills to behave in a moral way, is distracted or discouraged, then moral failure will occur. Psychological resilience and strong character do not guarantee adequacy in any of the other components; a certain amount of each is necessary to carry out a line of action. Moral failure, according to Rest, can occur because of a deficiency in any of the four components, and all components are important determinants of moral action.

Rest's first component, ethical sensitivity, provided the theoretical framework for this project. Rest is fond of quoting president Lyndon Johnson who said, "It is not doing

what is right that is hard for a president. It's knowing what is right" (Rest & Narvaez, 1994, p. x). Preparing professionals to engage in ethical action must start with the recognition of what is right. Moral sensitivity is the ability to identify the ethical issues in a situation by (1) making inferences from individuals' verbal and nonverbal behaviors, (2) identifying what others affected by the situation want or need, (3) anticipating their reactions to one's attempts to help, and (4) responding with appropriate affect. The primary assumption in research on ethical sensitivity, is that something one might do or is doing can affect the welfare of someone else. This is done either directly or indirectly, through violating a general practice or social standard.

A number of researchers have discussed the importance of ethical sensitivity in their work. Bebeau (1994) investigated moral sensitivity in the context of dentistry, Volker in counseling psychology (l984), Duckett and Ryden (1994) in nursing, and Bredemeier and Shields (1994) looked at ethical sensitivity in the context of sports. The project reported here extends previous attempts to measure ethical sensitivity, by using videotapes to depict real life instances of racial and gender intolerance, and by linking ethical sensitivity to existing professional codes of ethics of multiple school based professions. We report here our attempts (1) to identify an area of ethical concern, in this case racial and gender intolerance in secondary schools, (2) to use Rest's theory to develop a measure of the psychological processes engaged in when being ethically sensitive, that is when identifying the ethical issues that arise in these situations, and (3) to tie the issues of racial and gender intolerance identified in school settings to existing professional ethical codes developed by school-based professional organizations. Ethical concerns related to racial and gender intolerance clearly cut across professional disciplines and it is fair to say that there is a core set of ethics that is common to different helping professions (Kline & Brabeck, l998).

Ethical Sensitivity: Script and Video Development

Our goal was to create scenarios which contain ethical dilemmas one might encounter in professional situations, which reflect the ethical principles of school based

professions. To reach this goal several tasks needed to be accomplished. The first task was to create a summary of ethical codes from professional fields. This summary encompassed the ideals which various professional organizations had put forth for their members to understand and abide by. This summary was made into a grid of the ethical principles articulated by several school based disciplines: teaching, school administration, psychology, counseling, and school counseling, school administration, social work, and nursing. In addition we examined the ethical recommendations of the Feminist Therapy Institute and the guidelines of the American Psychological Association Office of Ethnic Minority Affairs (1993). (See Table 1). Our examination of these codes of ethics of professional organizations served as a guide for identifying ethical dimensions of the acts of intolerance that we were depicted in the scenarios we developed.

The second task was to identify failures in ethical sensitivity that occur in American schools and to depict plausible lapses in ethical sensitivity for scripts that would be videotaped. Summaries of newspaper articles were distributed to a team of graduate students who highlighted the reported instances of intolerance which were relevant to our work. In addition, we conducted focus groups of university students in Education programs who reflected on their own school based experiences.

We began the process of developing our videotapes by inviting students of color to participate in focus groups. Students from the graduate schools of Education, Nursing and Social Work voluteered for a focus group discussion. Each interested person was sent a letter from the primary investigator. The letter described the research project in detail, including the questions that would be the basis for discussion during the group meeting. The questions were:

1. As you think about the teacher/student (therapist/client, nurse/patient, or social worker/family) relationship, have you encountered instances of ethnic/gender insensitivity?

2. Think about a collegial relationship or relationship with supervisors, principals department heads, physicians, etc. Have you encountered instances of ethnic/gender insensitivity?

3. As you think about discussions of school policy, such as teenage pregnancy, school violence, drug or alcohol abuse, or discussions of curriculum, have you encountered instances of ethnic/gender insensitivity?

4. As you think about your encounters with parents or family members of a child with whom you have worked, have you encountered instances of ethnic/gender insensitivity?

Three focus groups were scheduled and participants were randomly assigned to groups. There was an attempt to balance groups in terms of ethnicity and gender. However, in spite of these efforts, most groups consisted of predominantly female students who were African Americans and Latinos.

Focus groups were facilitated by diverse teams of women and men. Prior to audiotaping the group, the facilitators introduced themselves, explained the project again, collected signed consent forms, and answered any questions. The groups lasted for approximately 90 minutes. At the end of the group, participants were thanked and acknowledged for their participation in what was difficult work. A resource list of support services and multicultural training opportunities offered by the university was distributed for anyone who wanted to pursue the issues raised by discussion of racial and gender incidents.

The audio tapes of the groups were transcribed and the transcripts were distributed to a core group of research assistants for review. During this review process common themes and experiences were identified and discussed along with the other issues that had been identified in print media. The research team then wrote short descriptions (scenarios) of instances of racial and gender intolerance which could be developed into scripts. The team assessed each scenario for its realism, the number of instances of intolerance

included, the ethical principles violated, the subtlety of the issues, and the degree to which the potential for the scenario to be portrayed in videotape format. Eight scenarios were selected and student pairs further developed the events that depicted school based acts of racial and gender intolerance. These scenarios were assessed once again by the research team. The playwright hired to turn the rough drafts into the final scripts for videotaping was consulted for feasibility of portraying the scene on videotape. From the eight rough drafts, five scenarios which reflected five different school contexts were selected. The following five situations were developed into scripts:

Faculty Lounge: Two teachers are discussing a student in front of a new faculty member. The two veteran teachers discuss the student's academic and private life in stereotypical and derogatory ways. They show no concern for her privacy and a complete disregard for her rights to confidentiality. In addition, it is clear they have no understanding of her culture. When a new faculty member tries to share her thoughts and stand up for the student, she is met with hostility and ridicule.

Basketball Practice: A teacher who usually teaches honors math is asked to teach a basic math skills class. A second teacher is observing the class. Throughout the class the math teacher demonstrates his cultural ignorance and his incompetence in teaching a math class of this level. He makes stereotypical remarks and in his attempt to connect with his students, allows racial and gender bias to affect his interaction with his students. He never considers that his attitudes and teaching style might account for why things are not going well in the classroom.

Northside High: An announcement is made in a high school that a student (white) has been killed in an accident. The student body is told a memorial service has been arranged, special counselors will be available, contact numbers will be posted, and the student body is asked to pray for the family. After the announcement, two black students come to talk with the school counselor. They speak with her about how, a couple of weeks ago, a friend of theirs (African-American male) went to the hospital in critical condition after being shot, an event which these two boys witnessed. They are hurt that none of the special treatment being offered the white boy and his friends was made available to them and their friend. They make it clear that they believe racism is the reason for this discrepancy. The school counselor, rather than listening and trying to meet their needs, defends herself and denies any differential treatment.

Residence Hall: A meeting is being held in a residence hall. A white girl stands up and complains that that the Latina girls speak Spanish in front of the rest of them, and she thinks they should not be allowed to. The housemistress allows an unproductive and hurtful argument to grow between the Spanish speaking girls and the white girls. When the Latina

girls assert that they have the right to speak their language, they are told that the school has a policy against speaking foreign languages. The housemistress defends the school rule without considering the racial discrimination inherent in it. When a Latina faculty member tries to defend the girl, she is not listened to and is treated rudely.

Basketball Practice: A black student is a few minutes late for practice and is chewed out by the coach in front of the team. He is then punished by being made to run extra laps. Meanwhile, a white student is sitting on the bleachers making out with his girlfriend and ends up being even later than the first student, in addition to being out of uniform. The coach chides him for being a "stud," and does not make him do extra laps. The coach yells out stereotypic slurs while the black student runs laps, and then tells the white student that black students keep "guys like you" out of school. Later, the black student complains to his guidance counselor about the racist behavior of the coach. His counselor minimizes the problem and tells him to stick it out, stating that he needs basketball to get into college. This is despite the fact that the student is on the honor role.

Margaret Hunt, a professional playwright, developed the scenarios into complete scripts. Members of the research team assessed several drafts of the scripts to ensure that the ethical dilemmas depicted were directly related to the professional codes of ethics, summarized in the ethical grid depicted in Table 1. For example, the scenario titled, Faculty Lounge, depicts a conversation between two faculty members about a Latina student who is not achieving in class. The script reads:

Parker- She's not the sharpest crayon in the box?

Lynch-No. it's hard to tell cause she never speaks up.

Parker-She never shows up, either.

Lynch-It's not just that. Latin-American immigrants-- they don't speak up. The girls, I mean. You noticed that?

Parker - I got her into the reading program-- she's dyslexic. I got her on ritalin for hyperactivity. I can't carry her to class and make her speak up.

This section would be coded as a violation of the principle of respect for people's rights and dignity (Lynch stereotypes Latin American immigrants) and a breach of confidentiality (Parker inappropriately reveals that the student is dyslexic and hyperactive).

When a final draft of a script was completed, filming began. The videos were directed by Howard Enoch, Theater Director at Boston College and edited by David Corkum, Director of Video Productions at Boston College. Actors in these productions were drama students, members of the research team, and professional actors. All actors were paid for their participation, depending on their level of expertise (professional actors were paid at equity rates) and experience.

The Interview Protocol

The interview protocol was adapted from a semi-structured interview used in the Dental Ethical Sensitivity Test (Bebeau & Rest, 1982. The interview questions were designed to address the participant's identification of ethical issues violated in the video depictions of racial and gender intolerance in schools.
The following is an example of the interview Protocol for Scenario #1: Faculty Lounge:

After viewing the scene twice, the interviewer asks the following questions:

1. Imagine that you are Ms. Highland. How do you respond to Mrs. Parker? What is your reaction to the entire conversation among Mrs. Parker, Mr. Lynch, and Ms. Highland?

2. Use one or more of the following questions to prompt elaboration of the above answer:
A. Explain why you said what you did.
B. What is it about the scenario that lead you to say...
C. You said...can you explain your rationale for taking that course of action?
D. Can you tell me the reason that you would respond this way?

3. How do you think Mrs. Parker and Mr. Lynch would interpret and react to the course of action you think Ms. Highland should take??

4. What do you think are the issues in the scene you just witnessed?
This question can be followed by probe questions to clarify. The following are acceptable questions to ask:
A. You said (repeat student's response), can you tell me more about why that is an issue?
B. What was it in the scene that made you feel (repeat student response) was an issue?
C. I am not sure I understand what you meant when you said (repeat student's response), can you explain it to me?
D. Can you expand on why you consider (repeat student's response) is an issue?

5. Are there any other issues?

6. What do you think a professional teacher like Ms. Highland ought to do in response to the issues you noticed?

7. What arguments might be offered against the position you have taken?

8. It is likely that in your professional practice you will encounter a student like Lourdes. Do you think what you will actually do for that student is the same as what you said you would do for Lourdes here? What is the difference between your actual course of behavior and your theoretical course of behavior? Why is there a difference?

9. Is there anything else you would like to say or comment on?

A similar interview protocol was developed for each scenario.

The Pilot Study of the Measure of the Racial Ethical Sensitivity Test (REST)

The purpose of the pilot study was to refine the interview questions and to develop a scoring scheme. Participants viewed from one to five videotapes. Nine graduate students, eight female and one male, from the School of Education at Boston College were interviewed. Each participant had previously taken courses both in multicultural issues and professional ethics. Afer viewing of a scenario, participants were interviewed using a semi-standardized interview protocol. All of the interviews were conducted by the same interviewer. Each interview was tape recorded and transcribed. In total, 24 interview protocols involving nine participants and five videotaped scenarios were transcribed. Each participant was given a code to protect his/her identity.

Development of the Scoring System.

There were two phases in the development of the scoring system and coding scheme. The first phase involved examination of the professional codes of ethics across disciplines (see Table 1). The scripts had been designed to reflect the following six ethical principles: competence, integrity, professional and scientific responsibility, respect for people's rights and dignity, concern for others' welfare and social responsibility. We examined the interviews for participant identification of the violations of these five ethical principles and scored them according to these five dimensions.

The first ethical principle, professional competence, involves conducting oneself in such a manner as to bring credit to oneself and one's profession, including behaving in

ways that evidence cultural and professional competence. The second ethical principle, integrity, consists of an awareness for one's professional values, needs and limitations and of their effects on one's work.. This ethic includes an effort to eliminate biases, prejudices, and discriminatory practices. The third ethical principle, professional and scientific responsibility requires one to uphold the standards of ones profession, involve other colleagues in meeting the needs of others. The fourth ethical principle, respect for others' rights and dignity, involves treating colleagues with professional respect. and upholding the rights and dignity of all persons. The fifth ethical principle, concern for others' welfare, consists of recognizing the impact of adverse social, environmental and political factors in assessing problems and looking at students' needs and well being. The last ethical principle, social responsibility, consists of the obligation to act in a socially responsible way and to improve society in ways that reduce suffering and improve the well being of individuals and groups.

Each rater independently read each transcript to see if the principles were evident in the protocol. Each of the ethical principles includes a wide range of behaviors depicted in the videos. For example, the principle of *respect for others rights and dignity* pertains to the following behaviors:

1. The violation of the student's right to confidentiality
2. The lack of respect for professional colleagues
3. The disrespectful comments about the student's intelligence

The research team met and viewed the scenarios together, noting each behavioral instance of racial or gender intolerance, previously identified as violating an ethical principle. Each of the respondents' taped and transcribed interview protocols was assessed on whether or not the respondent identified the behavior as an ethical issue and the degree to which they identified and commented on the racial or gender intolerant behaviors depicted in the video. The coding was as follows: A score of 1 indicated that the interviewee did not identity the ethical issue in the scenario. A score of 2 indicated that the

interviewee was able to identify the unethical behavior. A score of 3 would mean that the subject recognized the unethical behavior, was able to elaborate on this and further note its complexity. This method follows standard scoring procedures for scoring ethical sensitivity as developed by Bebeau and Rest (1982).

For example, one of the behaviors in the Faculty Lounge video described earlier is the faculty members' violation of Lourdes' right to confidentiality. The two teachers in the video gossip about the student in the cafeteria in front of a new faculty member. They discuss private details about her life, such as abuse and her learning disabilities. The seasoned teachers are not considering the students' right to privacy, the effect on a new faculty member's perception of the student, or how this might affect the student's education and the services she receives from the educational system. Here are some examples of a score of 2 for this behavior:

"I feel like there are tons of confidentiality issues here. They are totally speaking about this student freely."

"I feel like they were talking about this girl and no one was there to defend her."

The following is an example of a response that was coded as a score of "3" because it reflects the interviewee's complex understanding of the issue of confidentiality, and the impact on the student when confidentiality is broken.

"I think one's confidentiality is really important and we need to respect a student's privacy...I think that it's good for teachers and other professionals to discuss students but I think it needs to be in the context o--f you know-- you want to serve the student well, we don't just want to talk about this. {This conversation} could have jaded my interpretation and probably my experience next year when I have her in class. So that kind of thing perpetuates negatives in the same kind of way that it perpetuates the positives. But neither one really serves the student well."

The Faculty Lounge scenario, depicts eight separate issues that a participant could identify as violations of ethical principles:

The first ethical issue is Mr. Lynch's stereotypical remarks. This behavior is related to the previous categories of integrity & respect for people's rights and dignity. The second issue is Ms. Parker's stereotypical remarks, which violate principles of professional integrity and respect for people's rights and dignity. The third issue in the video is Mr. Lynch's lack of cultural knowledge and its effect on his competence as a teacher. The fourth issue is Ms. Parker's lack of cultural knowledge and its effect on students in her role as a teacher and a social worker. The fifth issue depicted is that a professional colleagues, Ms. Highland, is treated in a disrespectful manner; this violates the principles of professional responsibility and respect for others' rights and dignity. The sixth issue is that Ms. Highland has a responsibility to speak out and address the issue of incompetence and the unethical behavior of her fellow colleagues. The seventh ethical issue is the student's right to confidentiality. The last issue depicted is that Ms. Parker does not take responsibility for confronting students who make racist comments; such a confrontation might change the social context of the school, in a direction of greater racial sensitivity.

In sum, there is a total of eight ratable items for this scenario. Each of these is more fully described and examples are given in the coding scheme that follows. A total score of an interviewee's level of ethical sensitivity may be obtained by summing these eight scores. Scores range from 8 to 24, with an 8 meaning no issues or unethical behaviors were identified and with a score of 24 meaning they saw all eight of the behaviors we have in our scoring system and were able to elaborate and note the complexity of the issues.

In the pilot study, each team member rated the interviews independently and met as a group to compare results and determine interrater agreement. We then discussed any discrepancies between the raters and determined a final score for each issue that all raters agreed upon. By reaching this consensus on the scoring for each interview we were able to develop a scoring system that can be used to train new raters.

The rater agreement levels for each protocol rated were between 67% and 96% among either 5 or 6 raters (See Table 2). Given that most studies of rater agreement involve only two or three raters, these levels of agreement were highly satisfactory.

The scoring manual that follows this introductory essay provides the interview and scoring rules for the Racial Ethical Sensitivity Test (REST). The ultimate goal of this work is to increase professionals' ability to identify the instances of racial and gender intolerance that are harmful to students and ethically indefensible. In turn, our hope is that students' will learn the professional codes and moral principles that guide ethical conduct in their professional lives. As Patricia Williams notes, "I think that the ability to be, yes, sensitive to one another is what distinguishes the joy of either multiculturalism or willing assimilation from the oppression of either groupthink or totalitarianism. Empathic relation is at the heart of diplomacy, and a little well-deployed diplomacy can keep us from going to war with one another" (Williams, 1995, p. 39).

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Table 1

Ethical Code Comparison

APA (1992)	School Counselor (1984)	Psychol Services to Ethnic, Ling, and Culturally Diverse Populations (1993)
Competence • recognize the boundaries of their particular competencies and limitations of their expertise • provide services for which they are qualified by education, training, and expertise • cognizant that their competencies vary with the distinctive characteristics of particular group • maintain knowledge of relevant scientific and professional information relating to their profession	responsibilities to pupils ... makes appropriate referrals responsibility to self ... functions within the boundaries of individual profession ... monitors personal functioning and effectiveness and refrains form any active likely to lead to inadequate profession services or to a client ... strives to keep abreast of innovations and trends in the profession responsibilities to profession ... conducts herself/himself in a manner as to bring credit to self and the profession	interact in the language requested by the client and, if it is not feasible, make an appropriate referral cognizant of relevant research and practice issues related to the population being served acknowledge that ethnicity and culture impact on behavior and take those factors into account when working with various ethnic/racial groups seek out educational and training experiences to enhance their understanding and thereby address the needs of these populations more appropriately and effectively recognize the limits of their competencies and expertise and will seek consultation with, and/or make referrals to, appropriate experts as necessary consider the validity of a given instrument or procedure and interpret resulting data, keeping in mind the cultural and linguistic characteristics of the person being assessed

Ethical Code Comparison

APA (1992)	School Counselor (1984)	Psychol Services to Ethnic, Ling, and Culturally Diverse Populations (1993)
Integrity • seek honest, fair and respectful of others • do not make false, misleading or deceptive statement regarding any aspect of their profession • strive to be aware of their own values, needs, and limitations and the effect on their work • avoid improper and potentially harmful relationships	responsibility to self ... is aware of the potential effects of personal characteristics on services to clients responsibility to profession ... conducts herself/himself in such a manner as to bring credit to self and the profession ... clearly distinguishes between statements and actions make as a private individual and as a representative of the school counseling profession	attend to, as well as work to eliminate, biases, prejudices, and discriminatory practices

Ethical Code Comparison

APA (1992)	School Counselor (1984)	Psychol Services to Ethnic, Ling, and Culturally Diverse Populations (1993)
Professional and Scientific Responsibility • uphold professional standards of conduct, clarify their profession roles and obligations, accept responsibility for their behavior and adapt methods to the needs of different populations • consult with, refer to, or cooperate with other profession and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services	responsibilities to pupils ... keeps abreast of laws relating rights of pupil ... adheres to the relevant standards of assessment techniques responsibilities to colleagues and profession associations ... establishes and maintains a cooperative relationship ... provides personnel with accurate, objective, concise, and meaningful data ... aware of and fully utilizes profession and organizations to whom the counselee may be referred responsibilities to the profession ... conducts appropriate research ... actively participates in local, state, and national associations ... works with agencies, etc. without regard to reward and remuneration	

Ethical Code Comparison

APA (1992)	School Counselor (1984)	Psychol Services to Ethnic, Ling, and Culturally Diverse Populations (1993)
Respect for People's Rights and Dignity • respect rights of individuals to privacy, confidentiality, self-determination, and autonomy, • mindful of legal and other obligations • aware of cultural, individual, and role differences including those due to age gender, race ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	responsibilities to pupils ... primary obligation and loyalty to pupil to treat with respect and individually ... refrains from consciously imposing counselor's personal beliefs on the counselee ... protects the confidentiality of records ... protects confidentiality of information received in the counseling process ... informs counselee of the purposes, goals, techniques, and rules of procedure	help clients increase their awareness of their own cultural values and norms and they facilitate discovery of ways clients can apply this awareness to their own lives and to society educate clients to the processes of psychological intervention, such as goals and expectations, the scope and where appropriate, legal limits of confidentiality recognize ethnicity and cultural as significant parameters in understanding psychological processes
Respect for People's Rights and Dignity	responsibility to parents ... respects rights and responsibilities of parents ... informs parents of counselor's role ... provides parents with accurate, comprehensive and relevant information ... treats information with confidentiality with regard to the given party with whom counselor is working ... follows guidelines	respect the roles of family members and community structures, hierarchies, values, and beliefs within the client's culture

Ethical Code Comparison

APA (1992)	School Counselor (1984)	Psychol Services to Ethnic, Ling, and Culturally Diverse Populations (1993)
Concern for Other's Welfare • professional actions weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the welfare of animal subjects of research	responsibilities to pupils ... informs counselee of the purposes, goals, techniques, and rules of procedure ... provides explanations of the nature, purposes, and results of tests in language that is understandable to the client ... concerned with the total needs of the pupil (educational, personal, and social) ... informs the appropriate authorities when counselee's conditions indicates a clear and imminent danger to the counselee or others responsibilities to school and community ... supports and protects the educational program against any infringement not in the best interest of the pupils	consider the impact of adverse social, environmental, and political factors in assessing problems and designing interventions when working with culturally diverse populations should document culturally and relevant factors in the records
Social Responsibility • aware of professional and scientific responsibilities to the comity and the society in which they work and live • concerned about and work to mitigate the causes of human suffering • comply with the law and encourage the development of law and social policy that serve the interest of patients, clients, and public • encourage to contribute a portion of their time for little or no personal advantage.	responsibilities to school and community ... assist in the development of : curricular and environmental conditions appropriate for the school and community, educational procedures and programs to meet pupil needs, a systematic evaluation porches for guidance and counseling programs, services and personnel	seek to help a client determine whether a "problem" stems from racism or bias in others so that the client does not inappropriately personalize problems

Ethical Code Comparison

APA (1992)	Education (1992)	School Psychology (1985)
Competence • recognize the boundaries of their particular competencies and limitations of their expertise • provide services for which they are qualified by education, training, and expertise • cognizant that their competencies vary with the distinctive characteristics of particular group • maintain knowledge of relevant scientific and professional information relating to their profession	shall not ... misrepresent professional qualifications; assist entry into the profession of unqualified person;	prepare by becoming knowledgeable of the organization, philosophy, goals, objectives and methodology of the school have the responsibility of adhering to federal, state and local laws and ordinances governing their practice ... if such laws are in conflict with existing ethical guidelines, school psychologists proceed toward resolution of such conflict through positive, respected and legal channels.

Integrity • seek honest, fair and respectful of others • do not make false, misleading or deceptive statements regarding any aspect of their profession • strive to be aware of their own values, needs, and limitations and the effect on their work • avoid improper and potentially harmful relationships	shall not make false statement or fail to disclose a material fact related to competency and qualifications shall not deliberately suppress or distort subject matter relevant to the student's progress shall not use professional relationships with students for private advantage shall not ... use profession relationships with students for private advantage shall not ... knowingly make false statement;	define the direction and the nature of personal loyalties, objectives and competencies, and advise and inform all persons concerned of these commitments

Ethical Code Comparison

APA (1992)	Education (1992)	School Psychology (1985)
Professional and Scientific Responsibility		
• uphold professional standards of conduct, clarify their profession roles and obligations, accept responsibility for their behavior and adapt methods to the needs of different populations	shall not ... knowingly make false statement;	recognize that a working understanding of the goals, processes and legal requirements of the educational system is essential for an effective relationship with the school
• consult with, refer to, or cooperate with other profession and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services	shall not ... disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purposes or is required by law	familiarization with organization, instructional materials and teaching strategies of the school are also citizens ... are free to pursue individual interests, except to the degree that these may compromise fulfillment of their professional responsibilities work with other professions ... recognize multi-disciplinary service needed to meet the needs of students and clients when school psychologists suspect the existence of detrimental or unethical practices, the appropriate professional organization is contracted

Ethical Code Comparison

APA (1992)	Education (1992)	School Psychology (1985)
Respect for People's Rights and Dignity • respect rights of individuals to privacy, confidentiality, self-determination, and autonomy, • mindful of legal and other obligations • aware of cultural, individual, and role differences including those due to age gender, race ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	Shall not disclose information about students unless disclosure serves a compelling professional purpose or is required by law shall not ... unreasonably restrain the student from independent action in the pursuit of learning shall not ... deliberately suppress or distort subject matter relevant to the student's progress	respect each person with whom they are working and deal justly and impartially with each regardless of his/her physical, mental emotional, political, economic, social, cultural, racial or religious characteristics apply influence, position and professional skills in ways that protect the dignity and rights of those served ... promote the improvement of the quality of education and of life in general when determining assessment, counseling and intervention. maintain professional relationships with students, parents, the school and community ... inform students/ clients of all aspects of the potential professional relationship prior to beginning psychological services of any type ... recognize the need for parental involvement and the significant influence the parent has on the student/client's growth work out action plan in situations where there are divided or conflicting interest which protects the rights and encourages mutual benefit and protection of rights aware of the intimate nature of the examination of person aspects of an individual (privacy)

APA (1992)	Education (1992)	School Psychology (1985)
Respect for People's Rights and Dignity continued		recognize the obligation to the student/client and respect the student's/client's right of choice to enter, or to participate in services voluntarily inform the student/client of the outcomes of assessment, counseling or other services informs the student/client of those who will receive information regarding the services and the type of information that they will receive confer with parents regarding: assessment, counseling, and intervention plans in language understandable to the parent; do not engage in or condone practices based on race, handicap, age gender, sexual preference, religion or national origin avoid any action that could violate or diminish civil and legal rights of clients

Ethical Code Comparison

APA (1992)	Education (1992)	School Psychology (1985)
Concern for Other's Welfare • professional actions weigh the welfare and rights of their patients or clients, students, supervisee, human research participants, and other affected persons, and the welfare of animal subjects of research	shall not ... intentionally expose the student to embarrassment or disparagement	do not exploit their professional relationships with students, employees, clients or research participation sexually or otherwise.
Social Responsibility • aware of professional and scientific responsibilities to the community and the society in which they work and live • concerned about and work to mitigate the causes of human suffering • comply with the law and encourage the development of law and social policy that serve the interest of patients, clients, and public • encourage to contribute a portion of their time for little or no personal advantage.	shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of profession judgment	do not engage in or condone practices based on race, handicap, age gender, sexual preference, religion or national origin avoid any action that could violate or diminish civil and legal rights of clients

Ethical Code Comparison

Feminst Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Competence works only with those issues and clients within the realm of her competencies. recognizes her personal and professional needs and utilizes ongoing self-evaluation, peer support, consultation, supervision, continuing education, and/or personal therapy to evaluate, maintain, and improve her work with clients, her competencies, and her emotional well- being continually reevaluates her training, theoretical background, and research to include developments in feminist knowledge. She integrates feminism into psychological theory, receives ongoing therapy training, and acknowledges the limits of her own competencies	responsible for the quality and extent of the service performed practice social work within the recognized knowledge and competence of the profession support the principle that professional practice requires professional education	maintains competence in nursing exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others	maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development

Ethical Code Comparison

Feminst Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Integrity			
is aware of the meaning and impact of her own ethnic and cultural background, gender, class and sexual orientation, and actively attempts to become knowledgeable about alternatives from sources other than her clients. The therapist's goal is to uncover and respect all cultural and experiential differences evaluates her ongoing interactions with clientele for any evidence of the therapist's biases or discriminatory attitudes and practice; she takes responsibility for taking appropriate action to confront and change any interfering or oppressing biases she has. engages in self-care activities in an ongoing manor. She acknowledges her own vulnerabilities and seeks to care for herself outside of the therapy setting. She models the ability and willingness to self nurture in appropriate and self empowering ways	give precedence to my professional responsibility over my personal interests distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization	participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing	fulfills professional responsibilities with honest and integrity avoids using positions of personal gain through political, social, religious, economic, or other influence

Ethical Code Comparison

Feminst Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Professional and Scientific Responsibility			
increases her accessibility to and for a wide range of clients from her own and other identified groups through flexible delivery of services. When appropriate, the feminist therapist assists clients in accessing other services negotiates and renegotiates formal and/or informal contracts with clients in and ongoing mutual process educates her clients regarding their rights as consumers of therapy, including procedures for resolving differences and filing grievances	use in a responsible manner information gained in professional relationships treat with respect the findings, views, and actions of colleagues and use appropriate channels to express judgment on these matters recognize my professional responsibility to add ideas and findings to the body of social work knowledge and practice accept responsibility for working toward the creation and maintenance of conditions within agencies that enable social workers to conduct themselves in keeping with the NASW code	acts to safeguard the client and public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person assumes responsibility and accountability for individual nursing judgments and actions participates in activities that contribute to the ongoing development of the profession's body of knowledge participates in the profession's efforts to implement and improve standards of nursing participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care	obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government implements the governing board of education's policies and administrative rules and regulations accepts academic degrees or professional certification only form duly accredited institutions maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development

Ethical Code Comparison

Feminist Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Respect for People's Rights and Dignity			
acknowledges the inherent power differentials between client and therapist and models effective use of personal power. In using the power differential to the benefit of the client, she does not take control of power which rightfully belongs to her client discloses information to the client which facilitates the therapeutic process. The therapist is responsible for using self-disclosure with purpose and discretion in the interests of the client	will not discriminate because of race, color, religion, age, sex, or national ancestry will work to eliminate such discrimination in rendering service, in work assignments, and in employment practices respect the privacy of the people served	provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems safeguards the client's right to privacy by judiciously protecting information of the confidential nature	supports the principle of due process and protects the civil and human rights of all individuals honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract

Ethical Code Comparison

Feminst Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Concern for Other's Welfare			
recognizes the complexity and conflicting priorities inherent in multiple or overlapping relationships. The therapist accepts responsibility for monitoring such relationships to prevent abuse of or harm to the client is actively involved in her community. As a result, she is especially sensitive about confidentiality. Recognizing that her client's concerns and general well-being are primary, she self-monitors both public and private statements and comments does not engage in sexual intimacies nor any overtly or covertly sexualized behavior with a client or former client	primary obligation the welfare of the individual or group served, which includes action for improving social conditions contribute my knowledge, skills, and support to programs of human welfare	Makes the well-being of students the fundamental value of all decision-making and actions	pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals

Ethical Code Comparison

Feminist Therapy Institute	National Assoc. of Social Workers (NASW) (1967)	American Nurses' Association (ANA) (1985)	School Administrators (1981)
Social Responsibility actively questions other therapeutic practices in her community that appear abusive to clients or therapists and, when possible, intervenes as early as appropriate or feasible or assists clients in intervening when it is facilitative to their growth seeks multiple avenues for impacting change, including public education and advocacy within professional organizations, lobbying for legislative action, and other appropriate activities	primary obligation the welfare of the individual or group served, which includes action for improving social conditions		pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals

Table 2

Faculty Lounge

Interview 001	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Lynch: Integrity	1	1	1	2	1	1	83.3%	83.3%
Ms. Parker: Integrity	2	2	2	2	2	2	100%	
Mr. Lynch: Competence	1	3	2	3	2	3	50%	
Ms. Parker: Competence	3	3	3	3	3	3	100%	
Treatment of Ms. Highland	1	2	1	1	2	2	50%	
Ms. Highland: Responsibility	3	3	3	3	2	3	83.3%	
Confidentiality	1	1	1	1	1	1	100%	
Ms. Parker: Responsibility	1	1	1	1	1	1	100%	

***Note: Rater agreement computed by dividing the Actual Number of Agreed-Upon Scores into the Possible Number of Scores; Total agreement rate calculated as the mean rater agreement for all issues.**

Faculty Lounge

Interview 002	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Lynch: Integrity	2	2	2	2	3	2	83.3%	81.2%
Ms. Parker: Integrity	2	3	2	3	3	2	50%	
Mr. Lynch: Competence	3	3	3	2	3	3	83.3%	
Ms. Parker: Competence	3	3	3	2	3	3	83.3%	
Treatment of Ms. Highland	1	3	2	2	3	3	50%	
Ms. Highland: Responsibility	3	3	3	3	3	3	100%	
Confidentiality	3	3	3	3	3	3	100%	
Ms. Parker: Responsibility	1	1	1	1	1	1	100%	

Faculty Lounge

Interview 003	Rater 1	Rater 2	Rater 3	Rater 4	Rater Agreement	Total Agreement
Mr. Lynch: Integrity	2	2	2	2	100%	81.2%
Ms. Parker: Integrity	2	3	2	2	75%	
Mr. Lynch: Competence	2	3	2	3	50%	
Ms. Parker: Competence	3	3	3	3	100%	
Treatment of Ms. Highland	2	2	2	3	75%	
Ms. Highland: Responsibility	3	3	2	3	75%	
Confidentiality	1	1	1	1	100%	
Ms. Parker: Responsibility	2	3	2	2	75%	

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Faculty Lounge

Interview 004	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Lynch: Integrity	2	2	2	2	2	2	100%	89.6%
Ms. Parker: Integrity	2	2	2	1	2	2	83.3%	
Mr. Lynch: Competence	2	2	2	2	2	2	100%	
Ms. Parker: Competence	3	3	3	3	2	2	66.7%	
Treatment of Ms. Highland	2	2	2	2	2	3	83.3%	
Ms. Highland: Responsibility	3	3	3	2	3	3	83.3%	
Confidentiality	2	2	2	2	2	2	100%	
Ms. Parker: Responsibility	1	1	1	1	1	1	100%	

Faculty Lounge

Interview 005	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Lynch: Integrity	1	2	2	2	2	2	83.3%	87.5%
Ms. Parker: Integrity	2	1	1	1	2	1	66.7%	
Mr. Lynch: Competence	1	2	1	3	3	3	50%	
Ms. Parker: Competence	3	3	3	3	3	3	100%	
Treatment of Ms. Highland	2	2	2	2	2	2	100%	
Ms. Highland: Responsibility	2	2	2	2	2	2	100%	
Confidentiality	1	1	1	1	1	1	100%	
Ms. Parker: Responsibility	1	1	1	1	1	1	100%	

Math Class

Interview 010	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Ross: Integrity	2	3	2	2	3	3	50%	72.2%
Mr. Ross: Competence	3	2	3	2	2	3	50%	
Mr. Ross: Respect	3	2	3	2	2	3	50%	
Mr. Ross: Racism	2	2	2	2	2	2	100%	
Mr. Ross: Sexism	2	2	2	2	3	2	83.3%	
Ms. Cruz: Responsibility	3	3	3	3	3	3	100%	

Math Class

Interview 011	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Rater Agreement	Total Agreement
Mr. Ross: Integrity	2	2	2	2	2	2	100%	86.1%
Mr. Ross: Competence	2	2	2	1	2	2	83.3%	
Mr. Ross: Respect	2	2	2	2	2	2	100%	
Mr. Ross: Racism	2	2	2	1	2	2	83.3%	
Mr. Ross: Sexism	2	2	2	2	2	2	100%	

Ms. Cruz: Responsibility	3	2	3	1	3	2	50%

Math Class

Interview 012	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Mr. Ross: Integrity	2	3	3	2	3	60%	83.3%
Mr. Ross: Competence	3	3	3	3	3	100%	
Mr. Ross: Respect	3	3	3	2	3	80%	
Mr. Ross: Racism	2	2	2	2	2	100%	
Mr. Ross: Sexism	2	1	2	2	2	80%	
Ms. Cruz: Responsibility	3	2	3	3	3	80%	

Basketball Practice

Interview 111	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Coach: Stereotypic Comments	1	3	1	1	1	80%	84.4%
Coach: Gendered Slurs	1	1	1	1	1	100%	
Coach: Treatment of Colleague	1	2	1	1	1	80%	
Coach: Differential Treatment	1	1	1	1	1	100%	
Coach: Modeling Racism	1	1	1	1	1	100%	
Mr. Elliot: Responsibility	3	3	2	1	3	60%	
Mr. Elliot: Insensitivity to James	3	3	3	3	3	100%	
Mr. Elliot: Racial Biases	2	3	2	3	2	60%	
School's Responsibility to Students	2	3	3	3	3	80%	

Basketball Practice

Interview 112	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Coach: Stereotypic Comments	3	3	2	3	3	80%	77.7%
Coach: Gendered Slurs	2	3	3	1	3	60%	
Coach: Treatment of Colleague	1	1	2	1	1	80%	
Coach: Differential Treatment	1	3	2	2	2	60%	
Coach: Modeling Racism	2	3	3	1	3	60%	
Mr. Elliot: Responsibility	3	3	3	2	3	80%	
Mr. Elliot: Insensitivity to James	1	1	1	1	1	100%	
Mr. Elliot: Racial Biases	2	1	1	1	1	80%	
School's Responsibility to Students	3	3	3	3	3	100%	

Basketball Practice

Interview 113	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Coach: Stereotypic Comments	1	2	3	1	1	60%	82.2%
Coach: Gendered Slurs	1	2	2	2	2	80%	
Coach: Treatment of Colleague	1	1	1	1	1	100%	
Coach: Differential Treatment	1	1	1	1	1	100%	
Coach: Modeling Racism	1	1	1	1	1	100%	
Mr. Elliot: Responsibility	3	3	3	1	2	60%	
Mr. Elliot: Insensitivity to James	1	2	2	2	2	80%	
Mr. Elliot: Racial Biases	2	1	2	1	2	60%	
School's Responsibility to Students	1	1	1	1	1	100%	

Basketball Practice

Interview 114	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Coach: Stereotypic Comments	2	2	3	3	3	60%	86.7%
Coach: Gendered Slurs	2	2	2	1	2	80%	
Coach: Treatment of Colleague	1	1	1	1	1	100%	
Coach: Differential Treatment	2	2	2	1	2	80%	
Coach: Modeling Racism	2	2	2	3	2	80%	
Mr. Elliot: Responsibility	3	3	3	3	3	100%	
Mr. Elliot: Insensitivity to James	2	3	3	3	3	80%	
Mr. Elliot: Racial Biases	2	2	2	2	2	100%	
School's Responsibility to Students	1	1	1	1	1	100%	

Residence Hall

Interview 020	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Ms. Colby: Poor Group Skills	2	2	2	3	1	60%	66.7%
Ms. Colby: Invalidation of girls' experiences	2	2	3	2	2	80%	
Racism in School Policy	1	2	1	1	1	80%	
Policy vs. Action/Integrity	3	2	3	3	1	60%	
Language as a Human Right	3	2	2	2	2	80%	
Diversity as a Strength in Learning	1	3	1	1	1	80%	
Ms. Harrison: Responsibility to Speak Out	3	3	3	3	3	100%	
Ms. Colby: Treatment of Colleague	2	3	3	3	2	60%	

Residence Hall

Interview 021	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Ms. Colby: Poor Group Skills	1	1	1	1	1	100%	75.6%
Ms. Colby: Invalidation of girls' experiences	2	2	1	1	1	60%	
Racism in School Policy	3	3	1	1	1	60%	
Policy vs. Action/Integrity	1	2	1	1	1	80%	
Language as a Human Right	3	2	2	2	2	80%	
Diversity as a Strength in Learning	3	3	3	3	3	100%	
Ms. Harrison: Responsibility to Speak Out	2	2	2	2	2	100%	
Ms. Colby: Treatment of Colleague	1	1	1	1	1	100%	

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Residence Hall

Interview 022	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Ms. Colby: Poor Group Skills	3	3	3	3	3	100%	85%
Ms. Colby: Invalidation of girls' experiences	3	3	1	1	1	60%	
Racism in School Policy	3	3	3	3	3	100%	
Policy vs. Action/Integrity	2	3	2	2	3	60%	
Language as a Human Right	3	3	3	3	3	100%	
Diversity as a Strength in Learning	2	2	3	2	2	80%	
Ms. Harrison: Responsibility to Speak Out	1	3	2	2	2	80%	
Ms. Colby: Treatment of Colleague	2	2	2	2	2	100%	

Residence Hall

Interview 023	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Ms. Colby: Poor Group Skills	1	2	2	2	1	60%	87.5%
Ms. Colby: Invalidation of girls' experiences	1	3	1	1	1	80%	
Racism in School Policy	3	3	3	3	2	80%	
Policy vs. Action/Integrity	3	3	3	3	3	100%	
Language as a Human Right	3	3	3	3	3	100%	
Diversity as a Strength in Learning	3	3	3	3	3	100%	
Ms. Harrison: Responsibility to Speak Out	1	1	1	1	1	100%	
Ms. Colby: Treatment of Colleague	1	1	2	1	1	80%	

Northside High

Interview 201	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Meeting Terry's Needs	2	2	2	2	2	100%	96%
Ms. Hayes' Treatment of Boys During Meeting	1	1	1	1	1	100%	
Ms. Hayes' Failure to Provide Services to Jamal and Tino	2	2	2	2	2	100%	
Ms. Hayes' Failure to Meet Needs of Student Body	1	1	1	1	1	100%	
Institutionalized Racism in School	2	1	2	2	2	80%	

Northside High

Interview 202	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Meeting Terry's Needs	2	2	2	2	2	100%	92%
Ms. Hayes' Treatment of Boys During Meeting	1	1	2	1	1	100%	
Ms. Hayes' Failure to Provide Services to Jamal and Tino	3	3	3	3	3	100%	
Ms. Hayes' Failure to Meet Needs of Student Body	2	2	3	2	2	80%	
Institutionalized Racism in School	1	2	2	2	2	80%	

Northside High

Interview 203	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater Agreement	Total Agreement
Meeting Terry's Needs	3	3	3	3	3	100%	88%
Ms. Hayes' Treatment of Boys During Meeting	3	1	3	3	3	80%	
Ms. Hayes' Failure to Provide Services to Jamal and Tino	2	3	3	3	3	80%	
Ms. Hayes' Failure to Meet Needs of Student Body	1	1	1	1	1	100%	
Institutionalized Racism in School	3	3	3	2	3	80%	

RACIAL ETHICAL SENSITIVITY TEST (REST) SCORING MANUAL

This work was funded a grant from Philip Morris Companies Incorporated to Dean Mary Brabeck. Members of the research team responsible for developing this scoring manual are: Kalina Brabeck, Manuela Costa, Jennifer Henderson, Laurie McCubbin, Lauren Rogers, Kathleen Ting, Selcuk Sirin, Christine Warner, and Monica Weaver.

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